

MAJOR OPPORTUNITIES

Pre-Apprenticeship
Programs in the
Construction Trades for
Indiana's UnderRepresented Minorities

Introduction to an RFP

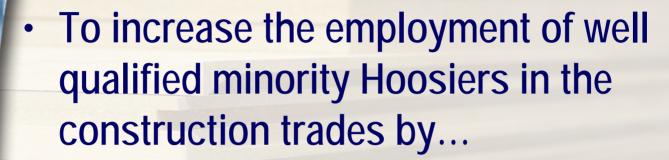
Department of Workforce Development



Background

- Major Moves and other Indiana building will soon boost demand for skilled construction workers.
- Construction jobs pay well (as a later slide will show).
- Minorities comprise substantial portions of the total U.S. workforce:
 - African-Americans 11%
 - Hispanics 13%
- But they hold much smaller percentages of construction jobs:
 - African-Americans 4%
 - Hispanics 8%
- Which means that they are under-represented in this industry.
- Major Opportunities aims to help correct that under-representation.





 ... preparing more minority Hoosiers for construction apprenticeship programs.



Major Opportunities



The Major Opportunities Project

- Up to \$12 million of state funds from 2006 to 2012.
- To fund the development and implementation of innovative, sustainable pre-apprenticeship training programs in the building trades.
- Programs to be selected by competitive bids



Crucial deliverables

- Pre-apprenticeship programs that result in:
 - Successful placement and persistence of graduates in construction apprenticeships (both union and merit ships)
 - Successful placement of pre-apprenticeship candidates into entry-level jobs that will lead to better jobs in the future
 - Elevation of educational and skill levels of program participants



Which minorities?

- African Americans
- Hispanics



Targeted geographical areas

- Major metro areas with large minority populations are the targets:
 - East Chicago Gary
 - Evansville
 - Fort Wayne
 - Indianapolis
 - South Bend Elkhart
- Proposed programs must offer instruction, facilities and worksites in one or more of the major metro areas.
- Proposed programs in multiple sites must submit separate learning plans and budgets for each metro area.



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1		May	2005
2	Occupation	1st Qu	artile
7		hourly	wages
	All construction and extraction occupations	\$	13.32
1	Operating engineers and equipment operators	\$	14.82
ı	Highway maintenance workers	\$	10.84
ı	Carpenters	\$	12.87
r	Cement masons and concrete finishers	\$	12.70
ŀ	Construction laborers	\$	11.74
ļ	Sheet metal workers	\$	13.56
	Boilermakers	\$	16.89
	Brickmasons and blockmasons	\$	15.50
	Electricians	\$	18.56
	Elevator installers and repairers	\$	28.89
	Glaziers	\$	12.80
	Painters, construction and maintenance	\$	11.60
	Plumbers, pipefitters, and steamfitters	\$	18.57
	Reinforcing iron and rebar workers	\$	22.74
	Construction and related workers, all other	\$	12.50

Source: Occupational Employment Statistics, May 2005 panel. IDWD



Statement of Work: Required components

- Recruitment plan
- Program schedule
- Learning plan



Recruitment plan requirements

- Identification of targets of outreach and sources of program recruits.
- Explanation of how networks with community and faith-based organizations will be incorporated into plan.
- Screening and evaluation procedures
 - WorkKeys using certified proctor
 - Pre- and post-training assessement
 - State will pay for WorkKeys assessments
 - Persons with initial score of level 5 or above (in all three core areas: Math, Reading, Locating Info) to be directed directly to apprenticeship programs
 - Suggest use facilities of local WorkOne office
 - Other screening is responsibility of provider



Program schedule must specify details

- **Duration** (Experience suggests 12-16 weeks is appropriate)
- How classroom instruction and construction work experience will be <u>blended and integrated</u>
 - Classroom instruction: Minimum of 100 in-class contact hours
 - "On-the-job" experience (a very important component)
 - Must be with partnered construction contractor/employer
 - Work appropriate to pre-apprenticeship skill level
 - Must allow evaluation of candidate's work performance, work ethic, etc.
 - Must offer significant and intensive experiential learning
 - Supervised by construction professional(s)
 - Provide understanding of the trade(s) in which candidate may seek apprenticeship



Learning plan to provide detailed description

- Classroom learning
 - Curriculum: Specific topics and times for each subject
 - Desired learning outcomes and their relevance to required graduation skills
 - Grading and evaluation criteria and mechanisms
 - Faculty and staff for each subject
 - Samples of course content, e.g.,
 - · Books, notes
 - Lesson plans





- With which partnered contractors?
- At what kind of physical facilities?
- Under the supervision of which kinds of professionals?
- Anticipated wages and/or stipend (Note: Employment component should pay at least \$10 per hour)
- Nature of work and how it relates or complements classroom learning.
- Duration: How much and what proportion of participants' learning time will be spent "at work" in the proposed program?
- Review procedure: How will participants' work quality be rated and evaluated?



Transition procedures

Completion:

- What standards for graduation or completion?
- What procedures for post-training assessments?

Placement:

- How, specifically, will successful participants be assisted to enter apprenticeship programs?
- Which partners will be responsible for placement?

Retention

– How will program provider assist graduates to persist in apprenticeships and employment after placement?



Proposed provider's organizational information

- Nature, history and qualifications of proposed providing organization
- Network of required partners (Who will be they be and what will be their roles?)
 - Contractors/Employers to provide experiential (OJT);
 - Community and/or faith-based organizations;
 - Support service providers of assistance in, e.g.,
 - · counseling, tutoring,
 - logistics (e.g., child care and transportation),
 - placement assistance in jobs and/or apprenticeship?



Proposed provider's optional partners

- Owners of construction companies;
- Post-secondary educational institutions;
- Regional Workforce Boards;
- Industry associations;
- Construction trade unions;



Other required details

- Facilities and premises:
 - What and where will they be?
 - Are these now available?
 - What will proposed partners provide?
- Faculty and staff:
 - What are the names, titles and qualifications of all persons who will be used for development and delivery of the proposed preapprenticeship program?
 - What will be their specific responsibilities?
 - What will be their salaries and benefits to be paid under the Major Opportunities program?
 - Will additional staff be needed? If so, how will they be recruited and retained?



IDWD's funding for Major Opportunities pre-apprenticeship programs

- IDWD will follow a performance-based approach in funding programs using weights.
 - Enrollment in pre-apprenticeship program: 10%
 - Completion of pre-apprenticeship program: 45%
 - Placement in apprenticeship or employment: 25%
 - Retention in apprenticeship or employment: 20%
- Note: In addition to a detailed breakdown of anticipated incentivebased milestones, budgets shall reflect any additional funding issues such as: possible matching funds, potential stipends, and any necessary start up costs
- Proposal must include a detailed budget and statement of work
 - One for each program proposed in each targeted metro area
 - Should reflect matching funds via employment commitments from partner contractors.



Performance-based incentive Payment A

A. Enrollment

Based on number of program enrollees.



Performance-based incentive Payment B

B. Completion

- Based on number of successful completions as defined by:
 - Completion of the "Learning Plan"
 - Skill gains
 - Demonstrated by WorkKeys assessments made both pre- and post-training
 - Demonstrated via other measures identified by provider and approved by IDWD



Performance-based incentive Payments C and D

- C. Placement in apprenticeships or employment
 - Based on the number of M.O. completers placed into apprenticeships or employment
- D. Retention in apprenticeships or employment
 - Based in number of M.O. completers who are successfully retained for at least 6 months in apprenticeships or employment





- RFP posted July 10
- Submission date for proposals August 14
- Announcement of recipients Early Sept.
- Targeted program start date Early Oct.

